**Responses to specific questions or comments in SFS survey:**

1. Mac or PC – which do you recommend?
   1. I steer clear of this one because there are myriad reasons a school may choose one or the other. Apple has made great inroads into schools over the years but PC’s have much going for them as well. I’ve been a tech dir. at several all Mac schools, a mostly-PC school, and an only PC school. As a tech director I can tell you that the “minority platform” is usually the most problematic because of the differences; the several Mac’s at a mostly PC school will be problems to support, likewise the few PC’s at a mostly Mac school will cause headaches.
   2. I think the school needs to decide what the culture, mission and stakeholders feel is the best tool. That said, I have a Mac and a PC and interchangeably use both. Depending on what a school is using, I’ll bring the Mac or the PC or sometimes buy a newer tablet or other device to test it out or to use with a school.
2. A question about looking for resources and approaches for 1-to-1 especially for libraries.
   1. Thank you for this comment. It is an exciting time to work in schools and having an open mind about the possibilities of digital tools for learning will only help your students. Libraries are very interesting places now with many schools embracing more fluid and social spaces with digital tools helping with that process. A lot of schools are considering the library similar to an Internet café (sans the coffee.)
3. Are there specific ways to incorporate 1-to-1 learning?
   1. I think you already have the right frame of mind. Giving students guided choice is a great approach – this is what we eventually want to accomplish, here are the tools, here are the options, now take some time to explore and we’ll return with questions and to hear your ideas. Then you wander around and guide and ask and highlight what the students are doing. One of the great strengths of digital devices is that they offer options – not just one way – many ways to solve problems. In exploring students will find the best and the not as effective and learn from each other. People often say, “the smartest person in the room – is the room” well with a room full of students equipped with digital devices this is even more the case.
4. Do have have ideas about balancing and the approach to using multiple tools for learning.
   1. What you describe is the case in many schools and also in other organizations, there are many tools in use. We choose what is termed the “Best in Breed” because no one product does everything. But then there are areas of overlap of features and functionality and you end up re-inputting into different products or even taking a different spin on the same information. The computer, however, creates a permanent record that can be used by you, the school, and the students repeatedly, an advantage over recording into a lesson planning unit by pen.
   2. I can suggest considering using Atlas in a journaling fashion. We did this at one school and the teachers preferred leaving Atlas open and putting notes about their lessons and units into the program more “one the fly” than formally. This is suggested not knowing if SFS has a specific routine or not. Also perhaps to shadow another teacher now and then when they are engaged in the digital routines you both do. It’s possible there are some shortcuts or ideas that can streamline your work.
5. How might Haiku be used for learning by the students and for instruction?
   1. Haiku is a LMS, a Learning Management System. It’s less for learning demonstration per se. That said, I would suggest you look into the social learning tools of Haiku or other products you may be using as an extension of learning. How can discussions flow and how can collaboration happen, documents be worked on simultaneously by students, inquiries be posed and responded to in threaded discussions? Haiku should allow other tool use, e.g., Google docs, Google surveys, etc. – can these tools also be part of the plan? Haiku will not do everything and if it doesn’t do what you need it to do, chances are very good that another tool will and the other tool can be integrated or linked into the Haiku learning.
6. I'm looking forward to your evaluation of our 1-to-1 laptop program - and your suggestions for our next steps!
   1. Thank you for the positive comment. I look forward to this visit as well.
7. I have certainly tried to learn and incorporate a variety of tech / web 2.0 tools in my teaching, and am looking for ideas.
   1. When your students have their own devices you will have another 15 or so people in the room with you exploring Web 2.0 tools as well. Some of my best ideas have come from the students I’ve taught K-12 and from my grad students. You can soon have your own Web 2.0 Classroom Salon.
8. I do use student-centered techniques and was wondering about constructivism.
   1. As do many teachers (use student-centered techniques.) The questions in the survey are partly meant to see what approaches are already being used as once 1-to-1 is introduced a variety of student- or learner-centered methods will usually work best. It is apparent that is happening at SFS.
9. Thainking about the planning required ….
   1. You will soon have some co-planners in your classes – your students with laptops. There may be ideas for planning that will evolve from this.
10. Asking about ideas for the English classroom
    1. Wondering how students can interact and discuss aspects of what they are learning in English, with discussions that continue outside of the classroom facilitated by their laptops. There maybe be role-playing as characters in their readings, perhaps ways to extend awareness of the themes.
11. I want to use more of them in my classroom and am excited to learn how the laptops can support that goal.
    1. Your excitement will spill over to your students, and if you can help them unleash the possibilities, many things may happen.
12. Constructivism does assist one to understand the use of technology as a tool for learning rather than technology as a learning entity unto itself, for itself, by itself.
    1. Yes, that’s it! A vehicle to the learning, not something to retrofit into the learning.
13. Thinking about laptops and music for learning..
    1. It will be even easier for your students soon when they have their own device soon to move back and forth from school to home.
14. Looking for more information on PBL and the other techniques
    1. I will update the Wiki with examples.
15. I've found project-based learning to be effective as a teacher and as a student.
    1. How good that you have both these experiences, it will deepen the learning for your own students.
16. Fully behind it and want to do what I can to make it happen in my classroom more frequently.
    1. Soon there will be about 15 or so people in every classroom empowered to help!
17. Thinking about the balance between assignments done in the classroom and done at home, by students, including when parents might become involved and some of the tools that assist the student as well.
    1. These are good points and as a parent I saw it with my own daughter; I was hands off homework for the most part because I wanted my child to do the work and have the learning experience. The balance is in having work done that you can be sure is the student work, perhaps mostly in class, balancing the home piece. I’m sure you think this way already. As to spell check and grammar check, it is important to know how to spell and the correct constructs of grammar but the world is changing with these tools being built into word processing now. What is lost and gained with technology is always a good discussion; will we lose the ability to read maps? Should we? There’s a finite capability for thinking and processing with some believing that the thinking, creative and problem solving skills students need are the most important and may be at the expense of other skills.
18. Using a lot of Inquiry-Based Learning.
    1. Rich with possibilities. IQL is well-suited for 1-to-1 – the nature of inquiry to ask deeper and more thorough questions, coupled with a digital device for recording the inquiry, helps to “mine” the thinking and for students later to be able to examine their own process. They can, for instance, review their early questions about research vs. questions several months later and then, “yes at first all I asked about was where did it happen – later I started comparing different aspects of history and culture and how it impacted the problems and solutions.”
19. I think where appropriate these methods are very effective, especially if used in conjunction with structures such as cooperative learning.
    1. Yes, cooperative learning, coupled with digital assistants, can deepen the cooperation, allow the creation of better artifacts of learning, and facilitate discussion and sharing.
20. Wondering about the balance of planning, content and 1-to-1..
    1. There is a balance to be had,when moving to 1-to-1, with one of the things that schools do when they provide laptops is to start moving more aspects of the learning to the students, perhaps divvy up the content, have students take aspects of the content and collaborate on teaching each other, divide and conquer. When students can teach a part of the content to others, e.g., that means they have learned it more deeply and the learning has more “stickiness.” It takes time and can be messy but the students would be more involved in the learning and eventually have more ownership.
21. Wondering more about constuctivism.
    1. There are many ways to look at constructivism and some of these other methodologies. It takes time to implement, but once more work is in the hands of the students, learning together, solving problems, constructing solutions, using digital assistants for the tools and resources, a different dynamic begins to happen.
22. After reading the question about constructivist practices, I now understand what it is! And I realize that it includes practices I use/ have in my classroom for my lessons!
    1. You bring up an interesting point. There are many instructional methodologies that good teachers instinctively use without thinking or even being aware of the textbook definition of the technique. Knowing how to teach in this manner will put you in good stead once you have students with digital devices in your classrooms